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ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: English Usage. ORGANIZATION AND PHYSICAL APPEARANCE: There are four major sections: Prekindergarten-grade 3; grade 4-grade 6; grade 7-grade 9; grade 10-grade 12. Learning experiences are listed for each grade. The guide is offset printed and bound with a soft cover. OBJECTIVES AND ACTIVITIES: The program is based on the study of language as it is used by groups of people in various kinds of environments and on the differences between speech and writing. Activities are listed for each grade. INSTRUCTIONAL MATERIALS: Not specified in detail. STUDENT ASSESSMENT: Not specified. OPTIONS: The guide is not prescriptive but intended to serve as the basis for local curriculum projects. (MBM)

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AN APPROACH TO TEACHING ENGLISH USAGE

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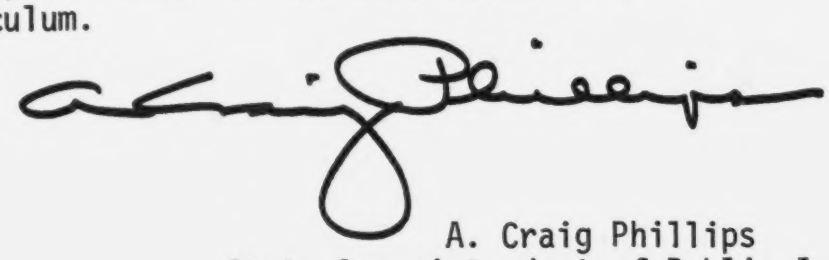
An Approach to Teaching English Usage

"An Approach to Teaching English Usage" is one part of A Guide for The Teaching of English in the Schools of North Carolina, a guide that will attempt to coordinate and synchronize instruction in the broad areas of language, literature, and composition. It will begin at the beginning -- at kindergarten -- and extend through grade twelve. It will be a sequential program of teaching and learning of all the language arts - listening, speaking, reading, writing. The guide, a different approach to curriculum construction for North Carolina, is a design that will give logical, conceptual order to the many segments of the English curriculum.



A. Craig Phillips
State Superintendent of Public Instruction

FOREWORD

Usage is the correlation of the language features of pronunciation, vocabulary, and grammatical forms with the environmental factors of the speaker, his subject, his audience, and the time and place of utterance. The term usage is frequently confused with the term grammar which is a description of and the study of the structure of language. Language is more than grammar for it is also concerned with the environmental factors of the speaker, his subject, his audience, and the occasion of any item of speech. Usage is the interaction of these environmental factors with the language features of pronunciation, vocabulary, and grammatical forms. In other words grammar is a description of the system; usage tells us how the system is used in any given situation by various groups of people.

An English curriculum should be concerned with the study of language as it is used by groups of people in various kinds of environments. The study of language is complex; so is the study of environment. The study of the relationships of the two is even more complex. It is, however, the basis of this program.

English language patterns may be studied in five dimensions. Each dimension represents a continuum with the given point on the continuum blending and merging into the others. The five dimensions are: (1) the range from spoken to written language patterns; (2) the range from informal to formal language patterns; (3) the range from standard to non-standard language patterns; (4) the range from one geographical region to another; (5) the range from one period in time to another.

(1)	Speech	_____	Writing
(2)	Informal	_____	Formal
(3)	Standard	_____	Non-standard
(4)	One geographical region	_____	Another geographical region
(5)	One period in time	_____	Another period in time

There are differences in speech and writing. Speech usually has an audience present; the audience of writing is removed from the writer. Speech is accompanied by intonation, facial expressions, gestures, a self-explanatory situation; writing is permanent and, as such, may be edited and revised.

Any language pattern, spoken or written, reveals information about the speaker or writer -- his subject, his attitude towards his subject, the medium of communication he has chosen, his audience. Although distinctions between informal and formal varieties of English are difficult to make, there are ranges or degrees of informality or formality in speech, in writing, in vocabulary. An informal variety of English is characterized by the use of slang, jargon, localisms. Informal English uses word order to influence the choice of pronoun forms more than does formal English. The first and second persons are used as points of view in informal English while formal English uses the third person or impersonal point of view. Shorter coordinators are used in informal English rather than adverbial transitions. Informal English uses standard word order, coordination, and loosely constructed sentences rather than the inverted word order, subordination, parallelism, and balance of formal English. The one criterion for the use of an informal variety of English or a formal variety is appropriateness. The speaker, his subject, his audience, the occasion, the time and place of utterance determine the functional variety to be used by the native speaker of English.

There are cultural levels within the functional varieties of English which are called standard and non-standard English. Pronunciations, words, word forms, and sentences used by the important journalists, statesmen, scientists, business and professional people are considered standard English. Language is a part of the total culture and reflects the educational levels of the groups within that culture. There are informal and formal varieties of standard English just as there are informal and formal varieties in non-standard English. Non-standard English is a different development of the English language, and the common elements of standard and non-standard English far outnumber the contrasting ones.

Another aspect of usage, space, refers to geographical separations that create differences in language. There are basically three dialect regions in the United States -- Northern, Midland, and Southern. Within these regions, however, there are many variants in the language.

A final aspect of usage concerns time. Changes in pronunciation, vocabulary, and grammatical forms occur as the language responds to the changing environment.

The dictionary, of course, may be used to determine the dimensions of usage or aspects of usage. The important understandings to keep in mind, however, are that the speaker of English should be able to command the lexical and syntactic resources of the vocabulary and grammatical forms of the language most appropriate for himself, his subject, his audience, the occasion, and the time and place of the utterance.

This packet of material develops the understandings of usage by presenting the following selected knowledge to be developed:

Primary Grade Levels	1. Children's language patterns 2. Standard patterns of English 3. Informal and formal varieties of English
Elementary Grade Levels	4. Relationships of inflectional and derivational affixes to usage 5. Relationships of geographical factors and language 6. Environmental factors of speaker, audience, subject, occasion, time and place of utterance 7. Relationships of time and language 8. Relationships of speaking and writing 9. Use of the dictionary to determine temporal variety in language
Junior High Levels	10. Dimensions of usage 11. Appropriate usage 12. Functional varieties of English 13. Cultural levels of English 14. Functional varieties in the cultural levels in the English language
Senior High Levels	15. Usage as interraction of a language with non-language features of environment 16. Dimensions of usage 17. Current English usage 18. Guide for appropriate usage 19. Dimensions of usage in selection of language patterns appropriate to context in which they are to be used

It is obvious that the amount of material suggested at each level of instruction could take enormous portions of time from the total English program. Some of the Learning Experiences are lengthy, some short. The teacher will need to decide how much time should be spent on the various sections, but he should take note of the fact that a large portion of the material should be taught throughout the school year in all aspects of the language arts. Because language is the center of all learning activities, it should not be relegated

to an isolated segment of time in an English class. Standard English is achieved by constant practice in all areas of the total school program.

Not all of the Learning Experiences included in this publication will prove suitable for every student; nor will every aspect of the study of usage be included in the Experiences, for they are not intended to be exhaustive. Rather they are to be considered as suggestions only, as guides for each teacher's own initiative.

Because the materials and Learning Experiences are arranged sequentially from prekindergarten through grade twelve, there are no grade level designations other than Pre-K-3, 4-6, 7-9, and 10-12. A teacher using this material should look at several levels of instruction so that he can more accurately place each student in the sequence of Learning Experiences. Most of the Experiences are designed for an individual child or student, but nearly all lend themselves to small or large group activities.

Each level of instruction is composed of three parts: selected knowledge to be developed, specific learnings, and learning experiences.

EXAMPLE:	Selected knowledge	-Dimensions of Usage
	Specific learning	-The student understands that the dimensions of usage range from 1) speech to writing; 2) informality to formality; 3) one region to another; 4) one period to another; 5) standard to non-standard.
	Learning experiences	-The student listens to tape recordings of informal talks and writes them as formal speeches.

From teaching level to teaching level these three items become increasingly more sophisticated as the sequence develops, prekindergarten-grade twelve.

Finally, this guide should not be looked upon as prescriptive. Rather it should serve as the basis for local curriculum projects. In addition, it should be noted that this publication comprises only a small part of a total English program. Usage study should, however, take its rightful position of importance alongside other elements of language (grammar, history of the English language, dialectology, spelling, etc.), composition, and literature.

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J. H. Melton
Assistant Superintendent for Program Services

PREKINDERGARTEN - GRADE THREE

LEARNING EXPERIENCES

Children's Language Patterns

The child uses his own language patterns.

1) The child is given many opportunities to express his ideas and experiences through art and verbal explanations of his work.
2) The child is given many opportunities to express his ideas and experiences through the sharing of experiences of the home.

The child has his language patterns accepted by his classmates and his teacher.

1) The child plays telephone games.
2) The child welcomes visitors to the classroom.

The child has his language patterns listened to by his classmates and teacher.

1) The child has many opportunities to share experiences of the home.
2) The child has many opportunities to supply endings for unfinished stories.

The child listens to the language patterns of his classmates.

1) The child closes his eyes while a classmate tells an experience.
2) The child tape-records his original stories to be played back to the group.

The child begins to be aware that his language patterns are important to himself, his classmates, and his teacher.

1) The child has many opportunities to share experiences (examples -- a. tell about a trip to grandmother's; b. tell about an incident at home).
2) The child hears his dictated stories read to the class by the teacher.

Standard Patterns of English

The child hears standard patterns of English used by his teacher.

1) The child hears many incidents, anecdotes, and experiences told by the teacher.

2) The child hears directions given by the teacher for games and other activities.

The child hears standard patterns of English in literature read by the teacher.

1) The child hears the teacher read modern stories (example -- The Tale of Peter Rabbit).
2) The child hears the teacher read narrative poems (example -- "The House that Jack Built").

The child participates in many activities which provide successful experiences in using standard patterns of English.

1) The child participates in choral readings.
2) The child participates in riddle games using standard patterns of English. (example -- "I am red. What am I?")

LEARNING EXPERIENCES

Children's Language Patterns

The child uses his own language patterns.

1) The children share experiences in small, informal groups.
2) The child uses magazine pictures to tell real or imagined stories about what happened before the picture was taken and what might happen afterwards.

The child has his language patterns accepted by his classmates and his teacher.

1) The child has opportunities to make announcements concerning classroom activities using his own language patterns.
2) The child attends to specific duties requiring verbal activities (examples -- welcoming visitors, answering questions at open house exhibits, taking messages, making inquiries of the teacher, interviewing visitors).

The child has his language patterns listened to by his classmates and teacher.

1) The child tries to identify the voices of classmates by listening to tape recordings.
2) The child plays listening games (examples -- Listening Aids Through the Grades, D. Durrell; Listening Games by G. Wagner).

The child listens to the language patterns of his classmates.

1) The child identifies classmates' voices by playing games.
2) The child makes tape recordings of descriptions of pictures he has drawn; the child listens to recordings by classmates.

The child begins to be aware that his language patterns are important to himself, his classmates, and his teacher.

1) The child is given opportunities to carry verbal reports to offices and verbal requests to other teachers.
2) The child plays "May I?" and other games requiring listening to language patterns.

Standard Patterns of English

The child hears standard patterns of English used by his teacher.

1) The child plays riddle games stressing standard English patterns.
2) The child recites simple jingles stressing standard English patterns.

The child hears standard patterns of English in literature read by the teacher.

1) The child hears the teacher read modern stories (example -- Millions of Cats).
2) The child hears the teacher read narrative poems (example -- "The Fairy Shoemaker").

The child participates in many activities which provide successful experiences in using standard patterns of English.

1) The child participates in choral readings.
2) The child participates in riddle games using standard patterns of English. (example -- "I am red. What am I?")

LEARNING EXPERIENCES

Children's Language Patterns

The child uses his own language patterns.

1) The child tells about his family and their experiences together.
2) The child draws pictures of his family and describes the pictures to the class.
3) The child participates in a get-acquainted activity. (example -- The teacher serves as a model by giving her name and where she lives; next, each child tells his name and where he lives; the teacher begins a log of language patterns for each child.)

The child has his language patterns accepted by his classmates and his teacher.

1) At "Show and Tell Time," the child tells about new experiences with his family and shows items found or bought that are of interest to his classmates.
2) The child participates in classroom activities. The teacher writes the word committees on the board and explains its meaning. The child names different committees that will be needed and then decides on the work of each committee and the time of their functioning.

The child has his language patterns listened to by his classmates and his teacher.

1) The child plays telephone games. (example -- One child calls another child to invite him to a birthday party or to play a game; the child responds to the caller and then telephones another child.)
2) The child participates in activities that require giving and obtaining verbal information requested by the teacher.
3) The child discusses the work of his committee formally and informally.

The child listens to the language patterns of his classmates.

1) The child plays listening games. (example -- One child tells another three or four things to do; he must do these in the order of the directions; the class determines whether the performer carries out the directions as given.)
2) The child listens to tape recordings made during "Show and Tell" or other activities.

3) The child chooses a subject such as "Why I Am At School" and talks about it; the teacher records the talk, and the child listens to the recording.

The child understands that his language patterns are important to himself, his classmates, and his teacher.

1) A group of children are given directions for playing games; the teacher asks such questions as, "What do we need to say first?"; "Then what do we do?"; the teacher writes these directions on the board for another group to follow.
2) The children have opportunities now and then during the day for "chit-chat" during which time they are free to talk to each other and the teacher and to use their own language patterns with no interference.

Standard Patterns of English

The child develops the understanding that there are standard patterns of English.

1) The child listens to and compares language patterns of comic strip characters such as Lil' Abner, Dick Tracy, Peanuts, Snuffy Smith.
2) The child watches cartoon shows on television and compares the language patterns of the characters.

The child hears standard patterns of English used by his teacher and in literature read by his teacher.

1) The child hears the teacher read lyric poems (examples -- "This Is My Rock," "Gardens," "The Park").
2) The child hears the teacher read lyric poems (examples -- Ferdinand, The 500 Hats of Bartholomew Cubbins).

LEARNING EXPERIENCES

Standard Patterns of English

The child understands that there are standard patterns of English.

The children hear community leaders, such as a doctor, a businessman, and the mayor, who visit the class and talk about various aspects of their responsibilities.

The child participates in many activities which provide successful experiences in using standard English.

1) The child records his own voice and hears himself and his classmates.
2) The children are directed to learn to yell in unison cheers that contain various standard English patterns. (example -- Do you have a penny? Do we have many? We don't have one!)

The child hears standard English patterns used by his teacher and in literature read by his teacher.

1) The child has opportunities to converse with his teacher in informal situations.
2) The child hears the teacher read selections in which standard English patterns are used (examples -- John J. Plenty and Fiddler Dan, Blaze and the Forest Fire).

The child finds acceptance of his language patterns by classmates and teacher.

1) The child records short literary selections.
2) The child has many opportunities to participate in large and small group discussions.

The child begins to develop an understanding of the appropriateness of usage.

1) The child makes the same announcement to different groups (example -- to children on playground, to teacher, to principal).
2) The child listens to language patterns of formal speech and discusses the similarities and differences of less formal speech.

Relationships of Inflectional and Derivational Affixes to Usage

The child begins to develop awareness that the use of plural morphemes of standard English and the use of prefixes of standard English are appropriate for certain occasions and audiences, including the classroom.

1) The child hears the teacher read, and he listens to various recordings of literature (folk tales, fables, narrative poetry . . .) which have archaic usage of prefixes, such as "a-going," "a-coming," "a-hunting," "'cording to him"; the teacher indicates that these are appropriate in the situation used but not for the classroom.
2) The child finds examples of plural morphemes and prefixes of standard English in comic strips.

Informal and Formal Varieties of English

The child begins to develop understandings that there are varieties of usage in English ranging from informal to formal and that the variety used depends on the speaker, his subject, his audience, the occasion, and the time and place of the utterance.

1) The children role play several situations which call for formal and informal usage and discuss the similarities and differences. (example -- The children talk to a minister, a policeman, a teacher, their classmates.)
2) The child discusses with his classmates varieties of language usage and characterizations on such television programs as The Beverly Hillbillies and Gunsmoke.

The child understands that there are standard patterns of English and has many opportunities to participate in successful experiences in using standard patterns of English.

1) The children write a drama with characters who use standard patterns (example -- principal, teacher, minister) and act out the drama.
2) The child listens for standard patterns of English in conversation in the classroom and keeps a written record of the patterns on charts.

GRADE FOUR - GRADE SIX

LEARNING EXPERIENCES

Relationships of Geographical Factors and Language

The child begins to understand that vocabulary, pronunciation, and grammatical forms may be different from geographical region to geographical region.

1) The child makes a list of words in which the pronunciation differs from that of his local region.
2) The child makes a list of expressions used by groups from a different area (example -- expressions used by the Pennsylvania Dutch and others).
3) The child lists vocabulary terms and expressions used by people in the Southeast.

The child begins to understand that there are many geographical regions that have differences in their speech.

1) The child reviews the physical geography of the United States so that he will understand that there are different geographical regions.
2) The children discuss differences in their speech if dialects from different regions are represented in the classroom.
3) The child listens to recordings of famous speakers who are representative of different regions.

The Environmental Factors of Speaker, Subject, Audience, Occasion, and Time and Place of Utterance

The child begins to understand the relationship of the speaker, subject, audience, time and place of utterance as environmental factors.

1) The child invites speakers to his class who are representative of different regions and/or professions.
2) The children talk informally to each other in small groups.
3) The children role play different speakers, audiences, times, and places (example -- captain of a baseball team giving a pep talk to his team between innings at the baseball park).
4) The child writes to the mayor or some other visitor thanking him for a recent visit.

The child begins to understand the relationships of environmental factors to appropriateness of language.

1) The children discuss how different people might react to a given statement. (example -- "I have wrecked the car again" -- mechanic, husband, neighbor, child.)

2) The children discuss why characters in comic strips use certain language patterns (example -- Snuffy Smith, Dick Tracy, Margo, Andy Capp).
3) The child reads literary excerpts that show the usage of the language of the farmer of the northwestern United States as compared to the farmer of the New England region.

LEARNING EXPERIENCES

Relationships of Speech to Writing

The child develops an awareness and understanding that speech precedes writing and that speakers of English are able to approximate their speech by making marks (or letters) on paper, the marks more or less closely representing the vocal sounds.

1) Using the sounds of English, the child assigns arbitrary graphic symbols to them other than those used in the English writing system (example -- $\overline{oo}$ becomes X.) He then plays games with this new writing system.
2) Using his new graphic symbols, the child creates a language and writes it.

The child becomes aware of differences in speech and writing: (1) writing cannot include intonation, facial expressions, the self-explanatory situation or environment; (2) an audience is not present in writing although we usually write to an audience; (3) writing is more permanent than speech and, in this permanent form, can be more carefully edited than speech.

1) The child makes as many signals as he can with his arms and hands (examples -- come here, sh-sh).
2) The children hear a poem read; they read the poem silently and discuss the differences in the oral and silent readings.
3) The child writes a composition for an imaginary audience.

Relationship of Environmental Factors to Appropriateness of Language

The child continues to develop an understanding of the relationships of the environmental factors of speaker, audience, occasion, time and place of utterance to appropriateness of language.

1) The child interviews people in various occupations to learn the jargon of their trades; he compiles these terms and meanings for discussion and finds out how they came to be used.
2) The child compares a chat with a classmate to one with the principal.

LEARNING EXPERIENCES

Relationships of Time to Language

The child develops the understanding that the sound system, the syntax, and meanings of words tend to be changed over a period of time and from place to place by people who use the language (or as the environment changes).

1) the children listen to recordings of Old English, Middle English, and Modern English. They discover and discuss differences in the sound system and the syntax of the language of these periods.
2) The child traces the development of word meanings (examples -- hussy, knave, influence, anthology).

Use of the Dictionary To Determine Temporal Variety In The Language

The child uses the dictionary to determine temporal variety in English by the use of the labels obs (obsolete) and archaic.

1) The child hears and reads a ballad like "Get Up and Bar the Door." Using a mimeographed copy, he makes a list of obsolete and archaic words used in the ballad.
2) The child begins a classroom dictionary of obsolete and archaic words and adds to it as often as appropriate words are found.

Appropriate Usage

The child continues to develop an understanding of the relationships of speaker, subject, audience, time and place of utterance to the appropriate use of language.

1) The child dramatizes famous people from history (examples -- Sir Walter Raleigh, King Arthur, Robin Hood, and Maid Marian).
2) The children dramatize famous events of modern times (examples -- the inauguration of a President; broadcast of Walter Cronkite's description of a manned rocket or his description of the passing of a national hero or figure; John Glenn's broadcast back to earth).

GRADE SEVEN - GRADE NINE

LEARNING EXPERIENCES

Dimensions of Usage

The student develops an understanding of the dimensions of usage: (1) the range from speech to writing; (2) the range from informality to formality; (3) the range from one region to another; (4) the range from one period in time to another; (5) the range from standard English to non-standard English.

1) The students develop discussions on selected topics and write and give speeches on the topic.
2) The student talks briefly on a given subject; other class members write what the student has said in their own words. Discussion follows.
3) The student gives examples of usage in informal and formal language situations (examples -- informal - playground, at home, with playmates; formal - in assembly, at school, on a program).
4) The students make up skits in class and present them in both informal and formal language situations.
5) The student exchanges class-made tapes with classes in other areas of the country (examples -- Southern, Northern, Middle West).
6) The students invite college students from different areas of the country to visit and give brief talks which demonstrate the range in usage from one region to another.
7) The student uses recordings, filmstrips, and films to show differences between usage of the past and present.
8) The students hear selections from novels which use standard English as well as excerpts that use non-standard. They discuss the range from standard to non-standard English in the novels (example -- The Yearling).

Appropriate Usage

The student develops an understanding of the relationships of speaker, subject, audience, time and place of utterance to the appropriateness of language.

1) The student reads a speech of his own choosing and lets the class suggest the time, place, and audience for which the speech would be appropriate.
2) The student listens to several speakers in person, on radio and on television and writes objective descriptions of the relationships of the speaker to his subject, his audience in time and place (examples -- a political candidate speaking to teachers; a boy talking to a friend about a baseball game).

LEARNING EXPERIENCES

Dimensions of Usage

The student understands the dimensions of usage: (1) range from speech to writing; (2) range from informality to formality; (3) range from one region to another; (4) range from one period in time to another; (5) range from standard to non-standard.

1) The student listens to tape recordings of informal speeches and writes them as formal speeches.
2) The student writes a composition as Shakespeare might have written it; then he rewrites it in modern lingo.
3) The student makes announcements in his own dialect; he makes the same announcement in other dialects.
4) The student finds and examines examples of different presentations -- formal speeches, newspaper excerpts, vernacular, conversation (at home, at school, at the office, at the ball field).

Appropriate Usage

The student understands the relationships of the speaker, subject, audience, time and place of utterance to the appropriateness of language.

1) The student role plays different characters in a similar situation using characters who fit the time and place (example -- proposal of marriage by a hippie, Sir Walter Raleigh, gangster, Bluebeard, father).
2) The student tells the same story to a pre-school child, a second grader, a sixth grader, a high school student and carefully notes the reactions.
3) The student writes jokes, cuts out pictures and supplies captions, or draws cartoons having one person say something out of character. (examples -- A picture of Jacqueline Kennedy Onassis with the caption -- "I ain't got nothin' to wear."; Farmer with milk pails with the caption -- "My bovine yield was more than adequate.")

LEARNING EXPERIENCES

Cultural Levels in the English Language

The student understands the range or continuum from standard English to non-standard English as cultural levels in the English language.

1) The students discuss various popular television programs, particularly those in which contrasting levels of speech are evident (example -- The Beverly Hillbillies).
2) The student makes tapes of portions of television situation comedies, speeches . . . to be played and discussed in class.

Functional Varieties in the English Language

The student understands the range or continuum from formal to informal style in both speaking and writing as functional varieties in the English language.

1) The student writes friendly letters to illustrate informal style, business letters to illustrate formal style, and compares them.
2) The student compares literary selections, magazine and newspaper articles, and comic strips for style.

Functional Varieties in the Cultural Levels in the English Language

The student understands that there are functional varieties in the cultural levels in the English language.

1) The student develops an awareness of functional varieties; the teacher may direct his attention to various local situations (examples -- the speech used by the minister while delivering his sermon and the speech used by him in his informal discussion with boys and girls, and the speech used by city officials -- the chief of police addressing the student body and his speech when talking to children informally or on duty).

The student understands appropriateness of usage.

1) The student lists expressions which he might use in informal situations and opposite each expression shows how it would be expressed in a formal style.(examples -- informal - bunch of books; formal - large number of books or many books; informal - He ran like crazy; formal - He ran as fast as he could.)

The student does research on appropriate usage in the community served by the school.

1) The student listens for usage in the community served by the school and determines the situation in which a particular language pattern was used.
2) The student with the aid of the teacher, prepares a questionnaire on appropriate usage to be completed by community citizens.

GRADE TEN - GRADE TWELVE

LEARNING EXPERIENCES

Usage As the Interaction of a Language with the Non-linguistic Features of Environment

The student develops the understanding that usage is the correlation of the language features with environmental factors; develops the understanding of the language features as pronunciation, vocabulary, and grammatical form, and the environmental factors as the speaker, his subject, his audience, the occasion, and the time and place of the utterance.

1) The students research different occupations in the community for language patterns peculiar to the various occupations. Written reports are analyzed in small groups.
2) Using various levels of language, the student pretends to communicate with such characters as Charlie Brown, Silas Marner, Julius Caesar, e. e. cummings, Snuffy Smith, Bob Dylan, Bobbie Gentry, or current popular figures in the entertainment field.
3) For analysis, the student uses a tape recorder to record the levels of usage of students (and teachers) in a classroom situation or social situation.

LEARNING EXPERIENCES

Current English Usage

The student understands current usage of the English language as it is used by native speakers in the school and community.

1) A student role plays a football player reporting late to the locker room because he has been detained by a teacher; he uses the language he would use when he speaks to the coach and later to his teammates. The class discusses the differences in the two conversations and why each is appropriate.
2) Three or four students assume that they are sitting in a car listening to and discussing the most popular recording of the day; a second group pretends to discuss a musical selection with Leonard Bernstein. Differences are noted and discussed.
3) The students provide other examples of current usage in the school community and discuss their appropriateness.
4) The students examine several excerpts of dialogue from the literature studied and discuss the following questions: What do they reveal about the educational background of the speaker and the informality or formality of his speech? Does the dialogue suggest the locale? (examples -- "He aims for me to lie," he thought, again with that frantic grief and despair. "And I will have to do hit." - William Faulkner, "Barn Burning"; "Can't youse see I'm trying to t'ink?" - Eugene O'Neil, The Hairy Ape. New Dimensions in English, Harold Allen).

The student conducts research projects on current English usage; makes usage status charts.

1) The student keeps a listing of different levels of usage heard in the classroom, in the school, and in the community; he compiles the lists and makes some generalizations about local language usage; then he writes an article for the school paper or the local daily paper.
2) The student uses a portable tape recorder to record various group discussions of an informal or formal nature; he keeps a list of the groups who are speaking and the situations in which they are speaking; he makes a usage status chart which indicates the findings. (A literal transcription of the conversation might accompany the chart.)

LEARNING EXPERIENCES

Current English Usage

The student participates in a class or group project in developing a Guide for Appropriate Usage following research projects (conducted by class) on current English usage in the community served by the school.

1) The student tapes local radio or television interviews and programs and analyzes the pronunciation, vocabulary, and grammatical forms. He considers the speaker, his subject, his audience, the occasion, and the time and place of the utterance, and compares the current usage (example -- a farm program, an interview with an educator, an interview with a person from a minority group).
2) The student gathers examples of usage on the school campus (examples -- football field, a chemistry laboratory, a family-living class, a physical education class, a social club meeting, an academic club meeting).
3) The student collects samples of speech usage in the community and uses the data to devise a chart which would serve as a Guide for Appropriate Usage in the community.

Dimensions of Usage in the Selection of Words and Sentences Appropriate to the Context in Which They are to be Used

The student understands dimensions of usage which show the range from (1) speaking to writing; (2) informality to formality; (3) standard English to non-standard English; (4) one region to another; (5) one period in time to another.

1) The student reviews the range from speech to writing, the range from informality to formality, the range from standard English to non-standard English, the range from one region to another, the range from one period in time to another.
2) The student makes a tape recording of a business meeting of a school club and transcribes a segment of it. He compares his literal transcription with the secretary's written minutes and answers the following question: What differences do you observe in sentence length, in the use of subordinate structures, in word order, in vocabulary, and in transitions?
3) The student makes a tape recording of an unrehearsed conversation and a scene from a modern drama; he compares the two.
4) The student compares Walting's translation of Antigone with an earlier translation and a representative page of Hemingway to one done by Dickens or Scott.

5) The student writes a composition showing the analogy between choice of clothes for a particular occasion and choice of language for a particular occasion.

The student commands the structural and lexical resources of the English language so that he can choose the word and the sentence most appropriate to the context in which he wishes to use it.

1) The student chooses a particular term or word and explains it to a first, seventh, and twelfth grader; he notes the differences in usage for each grade level.
2) The students study the available resources that aid them in the appropriate use of the language (examples -- Oxford English Dictionary, Roget's Thesaurus, Dictionary of Antonyms and Synonyms).
3) The students read Pygmalion and discuss the cultural and functional varieties of the language.
4) The student studies the writing styles of one or two major authors.